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Newark Board of Education, N.J.

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The purpose of this conference working paper is to provide conferees and others with a draft document to be examined and to elicit constructive suggestions for the preparation of a final draft for recommendation to the U.S. Office of Education. The final draft will be field tested by New Jersey Title III environmental and outdoor education projects and by several projects in other states. This plan for self-evaluation is based on a systems analysis approach and was developed at a series of meetings held between October, 1967, and March, 1968. Four categories provide the basis for evaluation: planning and design; content; operation; and productivity. Self-scoring procedures are included. (JH)

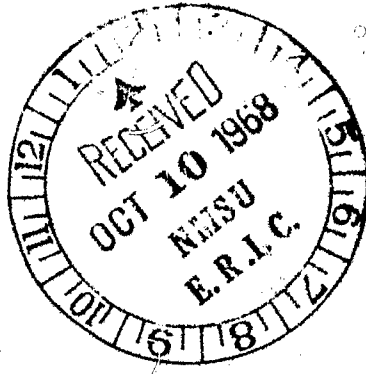
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NATIONAL CONFERENCE ON ENVIRONMENTAL EDUCATION
SKYLANDS MANOR, RINGWOOD, NEW JERSEY

May 19-22, 1968



CONFERENCE WORKING PAPER

EVALUATION FOR ENVIRONMENTAL EDUCATION

(A Systems Analysis Approach for Self-Evaluation)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION



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THE NEW JERSEY STATE COUNCIL FOR ENVIRONMENTAL EDUCATION

The New Jersey State Council For Environmental Education

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Newark, New Jersey
Board of Education
E.S.E.A. Title III
Project # 67-4049

PURPOSES:

1. Develop Evaluation instrument
2. Inventory all environmental and outdoor education programs and sites in New Jersey
3. Assess existing Title III environmental and outdoor education projects in New Jersey
4. Determine environmental education services available to inner-city youth and make recommendations for additional involvement
5. Increase public awareness of the values inherent in environmental and outdoor education
6. Develop a master plan for environmental and outdoor education for the State of New Jersey

COUNCIL MEMBERSHIP:

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Department of Education
Department of Conservation
and Economic Development
Department of Higher Education
Department of Community Affairs
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Title III Project Directors
N.J. State School of Conservation
N.J. Section, American
Camping Association
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Newark Public Schools
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EVALUATION FOR ENVIRONMENTAL EDUCATION

(a systems analysis approach for self-evaluation)

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Mr. Robert Ward
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CONFERENCE WORKING PAPER

PURPOSE:

To provide conferees and others with a draft document to be examined and to elicit constructive suggestions for the preparation of a final draft for recommendation to the U.S. Office of Education.

USE:

The final draft will be field tested by New Jersey Title III environmental and outdoor education projects and by several projects in other states.

DESCRIPTION:

This plan for self-evaluation was developed by the committee at a series of meetings held between October, 1967 and March, 1968. It is based on a "systems analysis" approach and draws heavily upon suggestions made in a paper prepared by Daniel L. Stufflebeam, Ohio State University, entitled: "The Use and Abuse of Evaluation in Title III," delivered at the National Seminar on Innovation, sponsored by the Kettering Foundation and the U.S. Office of Education in July, 1967.

A series of questions has been formulated which will help a project director and his staff to evaluate their efforts at various stages of the project operation.

THE FOLLOWING DEFINITIONS ARE BASIC IN THE DESIGN:

CONTEXT:

(Objectives) - These are the goals (broad and specific) that were set for the project on the basis of the determination of needs.

INPUT:

(Resources) - These are the ingredients of the project that make it work, including money, time, facilities, natural resources, materials, equipment and personnel.

PROCESS:

(Program) - This is the operational plan or procedure that is used, utilizing the "input", and describes the primary activities of the project.

Persons using this instrument will find it necessary to read an entire page before answering the questions. Those questions with the same numerical heading, i.e., 1 - follow to the right across the page, from the C-context column through the I-input and P-process columns to the O-outcomes column. When there is more than one related question in any of these columns, then each of these questions is designated by a letter, i.e., 1 (a). All of the questions listed below a standard are intended to afford some measure of that standard.

SCORING THE EVALUATION ITEMS

The self-rating score is based on a 0-10 scale. The project director and staff should consider the standard, and after answering the questions, should determine the extent to which the project is meeting the standards.

A score of 0-3 indicates that the standard is not being met, or being met to an insignificant degree.

A score of 4-6 indicates that the standard is being satisfied approximately half the time, or in about half of the instances.

A score of 7-10 indicates that the standard is being achieved or is being satisfied most of the time.

Evaluation of the complete operation of a Title III project should afford the director and staff a better opportunity to assess decisions made, as well as future decisions. This should favorably influence the degree of success achieved in reaching stated or modified goals for the project.

*SUGGESTIONS FOR THE IMPROVEMENT OF THIS INSTRUMENT
ARE BEING SOUGHT AND WILL BE INCORPORATED IN THE
FINAL DRAFT.*

CATEGORIES FOR CONFERENCE WORKING PAPER ON EVALUATION FOR ENVIRONMENTAL EDUCATION

A. PLANNING & DESIGN

1. Origination of the Idea
2. Pre-planning
3. Identification of Needs
4. Philosophy
5. Community Involvement
6. Outside Involvement
7. Resource Identification
8. Design Production
9. Financing
10. Priorities

B. CONTENT

1. Goals and Objectives
2. Curriculum
3. Faculty & Staff Activities
4. Student Involvement
5. In-service Preparation
6. Resource Utilization
7. Material & Equipment Utilization

C. OPERATION

1. Organizational Pattern
2. Personnel
3. Facilities
4. Materials & Equipment
5. Budget
6. Student Participation
7. Scheduling
8. Dissemination
9. Record Maintenance

D. PRODUCTIVITY

1. Fiscal Policies
2. Personnel Evaluation
3. (a-1) Personnel Growths & Attitudes
Project Personnel
(a-2) Personnel Growths & Attitudes
LEA Personnel
(b-1) Project Personnel Growth - Skills
(b-2) LEA Personnel Growth - Skills
(c-1) Success in Role - Project Personnel
(c-2) Success in Role - LEA Personnel
4. (a) Student Changes in Attitudes
(b) Student Changes in Behavior
(c) Student Changes in Knowledge
5. Program Effectiveness
6. Effect in School District

STATISTICAL SUMMARY FOR CONFERENCE WORKING PAPER ON EVALUATION FOR ENVIRONMENTAL EDUCATION

Project Title: _____ USOE # _____
Address: _____ Phone _____
ZIP # _____
Director's Name _____

Total population of area served: _____
Population characteristics of area served:
 Inner-City % _____
 Urban % _____
 Rural % _____
Service coverage in square miles: _____
Economic characteristics of area served:
 Agricultural % _____
 Industrial % _____
 Business % _____
 Other % _____
Number of School Districts (LEA's) being served: _____
Total student population of school districts
 (LEA's) being served: _____
Student characteristics of school districts
 (LEA's) being served:
 Inner-City % _____
 Urban % _____
 Rural % _____
 Public % _____
 Non-Public % _____

Current expenses for education per student (ADE)
in school districts (LEA's) being served:
 approximately \$ _____
Total project budget (except capital outlay)
divided by number of pupils served: \$ _____
Number of students being served by project
 (yearly) _____
Characteristics of students being served by
project:
 Inner-City % _____
 Urban % _____
 Rural % _____
 Public % _____
 Non-Public % _____
Number of students still in need of service: _____
Characteristics of students still in need of
service:
 Inner-City % _____
 Urban % _____
 Rural % _____
 Public % _____
 Non-Public % _____

STATISTICAL SUMMARY (Cont'd)

Are similar programs in operation within area served?

Do existing programs in area conflict in any way?

What curriculum or special education areas are covered in project? (List)

Are Field Experiences (out of school) presently part of the school program? (Describe)

In what ways does the community to be served have particular need for the project? (Explain)

Why is this project of special potential value for the community to be served? (Describe)

A-1 STANDARD: Origination of the Idea

Sources of ideas for initiating innovative projects should be identified and assessed for feasibility and potential educational advantages.

Self-rating Score _____

| C | I | P | O |
|---|---|---|--|
| <p>a. Were new ideas for prospective programs encouraged?</p> <p>Yes ___ No ___ Neither ___</p> | <p>a. Were new ideas actually presented by various staff members?</p> <p>Never ___ Occasionally ___ Often ___</p> | <p>a. Who presented the idea which became the basis for this proposal? (Give position or title of person)</p> <p>b. What was the original stimulus for this proposal?</p> <p>c. How long was this proposal considered before it was actually presented to the assessing agent in the IEA?</p> | <p>a. Was the originator of the idea further involved in developing it into an acceptable proposal in the IEA?</p> <p>Yes ___ No ___</p> <p>b. How readily was the proposal accepted by the decision-maker in the IEA?</p> <p>Readily ___ With Hesitation ___ After much Deliberation ___</p> <p>c. Who made the final determination on the feasibility of the proposal in the IEA? (Give position or title of person)</p> <p>d. Was the availability of Federal funds a major factor in the acceptance of this proposal in the IEA?</p> <p>Yes ___ No ___</p> |

A-2 STANDARD: Pre-Planning

Acceptable ideas should be reviewed by knowledgeable persons in order to develop and expand them into an educationally sound proposal.

Self-rating Score _____

| C | I | P | O |
|---|---|---|---|
| <p>a. Were procedures established to allow for a knowledgeable review and expansion of the original idea?</p> <p>Yes ___ No ___</p> | <p>a. Were acceptable new ideas actually reviewed to formulate them into an educationally sound proposal?</p> <p>Yes ___ No ___</p> | <p>a. Who performed this review? (Give position or title of person)</p> | <p>a.(1) Did this review result in modifications to the original proposal?</p> <p>Yes ___ No ___</p> <p>a.(2) If so, to what degree? (Give brief explanation)</p> |

A-3 STANDARD: Identification of Needs

In order to facilitate the planning for projects involving behavioral changes in people as well as increasing their knowledge and skills, the needs of the people to be served should be identified.

Self-rating Score _____

| C | I | P | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----|-----|-----|-----|------------|--|--|--|-----------------|--|--|--|----------|--|--|--|-----------|--|--|--|---------|--|--|--|---|--|--|----|--|------------|-----|----|-----|-----------|--|--|--|-----------------|--|--|--|-----------|--|--|--|----------|--|--|--|---------|---|--|--|-------|--|--|--|--|--|
| <p>a. Were the needs of these groups considered? (Check those that apply)</p> <table><thead><tr><th></th><th>Yes</th><th>No</th><th>N/A</th></tr></thead><tbody><tr><td>Community</td><td></td><td></td><td></td></tr><tr><td>School District</td><td></td><td></td><td></td></tr><tr><td>Children</td><td></td><td></td><td></td></tr><tr><td>Teachers</td><td></td><td></td><td></td></tr><tr><td>Parents</td><td></td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td><td></td></tr></tbody></table> | | Yes | No | N/A | Community | | | | School District | | | | Children | | | | Teachers | | | | Parents | | | | Other | | | | <p>a.(1) Were the needs of these groups actually applied in planning?</p> <table><thead><tr><th></th><th>Yes</th><th>No</th><th>N/A</th></tr></thead><tbody><tr><td>Community</td><td></td><td></td><td></td></tr><tr><td>School District</td><td></td><td></td><td></td></tr><tr><td>Children</td><td></td><td></td><td></td></tr><tr><td>Teachers</td><td></td><td></td><td></td></tr><tr><td>Parents</td><td></td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td><td></td></tr></tbody></table> | | Yes | No | N/A | Community | | | | School District | | | | Children | | | | Teachers | | | | Parents | | | | Other | | | | <p>a. How did you meet these needs in general terms utilizing primary involvement? (i.e., Plan for types of experiences--Explain.)</p> | <p>a.(1) What resulted to the proposal as a means of fulfilling these needs?</p> |
| | Yes | No | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Community | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School District | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Children | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teachers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | No | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Community | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School District | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Children | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teachers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Parents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Yes | No | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Curricular | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Economic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Emotional | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Yes | No | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Curricular | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Yes | No | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

A-4 STANDARD: Philosophy

The philosophy of the proposal should reflect the recognized needs and the educational philosophy of the school district.

Self-rating Score _____

| C | I | P | O |
|--|--|---|---|
| <p>a. Were the previously established needs considered in determining the proposal's general philosophy?</p> <p>Yes _____ No _____</p> <p>No needs established _____</p> <p>b. Was the educational philosophy of the school district considered in planning this proposal?</p> <p>Yes _____ No _____</p> | <p>a. Does the proposal's philosophy reflect the established needs?</p> <p>Yes _____ No _____</p> <p>No needs established _____</p> <p>b. Does the proposal's philosophy reflect the school district's educational philosophy?</p> <p>Yes _____ No _____</p> | <p>a. List the needs which are reflected in the philosophy.</p> <p>b. What process was utilized as an approach to building the proposal's philosophy around the school district's philosophy?</p> | <p>a. State your proposal's general philosophy.</p> |

A-5 STANDARD: Community Involvement

The broadest possible cross-section of community representation is desirable for initial and continuing planning of the proposal.

Self-rating Score _____

| C | I | P | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|---|
| <p>a. Were various community based groups considered for involvement in the planning? (Check all that apply)</p> <div><div><div>Lay Groups</div><div>In Community Consultants</div><div>Non-Public School Pers.</div><div>Local Industry</div><div>Public School Pers.</div><div>Other</div></div><div><div>Yes</div><div>No</div><div>N/A</div></div><table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table></div> | | | | | | | | | | | | | | | | | | | <p>a. Were they actually involved in the planning? (Check all that apply)</p> <div><div><div>Lay Groups</div><div>In Community Consultants</div><div>Non-Public School Pers.</div><div>Local Industry</div><div>Public School Pers.</div><div>Other</div></div><div><div>Yes</div><div>No</div><div>N/A</div></div><table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table></div> | | | | | | | | | | | | | | | | | | | <p>a. How were these various groups involved?</p> | <p>a. (1) What positive contributions were made by these groups?</p> <p>a. (2) Which group made meaningful contributions? (Check all that apply)</p> <div><div>Lay Groups</div><div>In Community Consultants</div><div>Non-Public School Pers.</div><div>Local Industry</div><div>Public School Pers.</div><div>Other</div></div> |
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A-6 STANDARD: Outside Involvement

All pertinent and up-to-date knowledge available from sources outside the community should be considered in planning the proposal.

Self-rating Score

| C | I | P | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------------|-----|-----|-----|------------------------------|--|--|--|---------------------|--|--|--|--------------------------|--|--|--|---------------------------|--|--|--|--------------------|--|--|--|-------|--|--|--|---|-------------------------|-----|----|-----|------------------------------|--|--|--|---------------------|--|--|--|--------------------------|--|--|--|---------------------------|--|--|--|--------------------|--|--|--|-------|--|--|--|---|---|
| <p>a. Were various outside specialists consulted in planning the proposal? (Check all that apply)</p> <table><tr><td>Other Project Directors</td><td>Yes</td><td>No</td><td>N/A</td></tr><tr><td>State Dept. of Ed. Personnel</td><td></td><td></td><td></td></tr><tr><td>Outside Consultants</td><td></td><td></td><td></td></tr><tr><td>Labor and Industry Reps.</td><td></td><td></td><td></td></tr><tr><td>College & Univ. Personnel</td><td></td><td></td><td></td></tr><tr><td>Published Research</td><td></td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td><td></td></tr></table> | Other Project Directors | Yes | No | N/A | State Dept. of Ed. Personnel | | | | Outside Consultants | | | | Labor and Industry Reps. | | | | College & Univ. Personnel | | | | Published Research | | | | Other | | | | <p>a. Were outside specialists actually involved in helping to plan the proposal? (Check all that apply)</p> <table><tr><td>Other Project Directors</td><td>Yes</td><td>No</td><td>N/A</td></tr><tr><td>State Dept. of Ed. Personnel</td><td></td><td></td><td></td></tr><tr><td>Outside Consultants</td><td></td><td></td><td></td></tr><tr><td>Labor and Industry Reps.</td><td></td><td></td><td></td></tr><tr><td>College & Univ. Personnel</td><td></td><td></td><td></td></tr><tr><td>Published Research</td><td></td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td><td></td></tr></table> | Other Project Directors | Yes | No | N/A | State Dept. of Ed. Personnel | | | | Outside Consultants | | | | Labor and Industry Reps. | | | | College & Univ. Personnel | | | | Published Research | | | | Other | | | | <p>a. How were the services of these outside specialists utilized in planning the proposal?</p> | <p>a. What specific contributions to proposal planning resulted through the use of outside specialists?</p> |
| Other Project Directors | Yes | No | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State Dept. of Ed. Personnel | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outside Consultants | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Labor and Industry Reps. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College & Univ. Personnel | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Published Research | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Other Project Directors | Yes | No | N/A | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| State Dept. of Ed. Personnel | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Outside Consultants | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Labor and Industry Reps. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| College & Univ. Personnel | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Published Research | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

A-7 STANDARD: Resource Identification

To determine the limitations, capabilities and potential of the program, all currently available and anticipated resources should be identified and classified.

Self-rating Score _____

| C | I | P | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------------|-----|----|-------------|---|---|-------------|---|---|-------|---|---|-------|--|--|---------|---|---|-----------|---|---|-------|---|---|--------------|--|--|---------|---|---|-------|---|---|---|--|--|
| <p>a. Was the importance of resource identification and classification considered in planning the proposal? (Check all that apply)</p> <table><tr><td>Personnel:</td><td>Yes</td><td>No</td></tr><tr><td>Specialists</td><td>—</td><td>—</td></tr><tr><td>Consultants</td><td>—</td><td>—</td></tr><tr><td>Other</td><td>—</td><td>—</td></tr><tr><td>Site:</td><td></td><td></td></tr><tr><td>Natural</td><td>—</td><td>—</td></tr><tr><td>Buildings</td><td>—</td><td>—</td></tr><tr><td>Other</td><td>—</td><td>—</td></tr><tr><td>Information:</td><td></td><td></td></tr><tr><td>Library</td><td>—</td><td>—</td></tr><tr><td>Other</td><td>—</td><td>—</td></tr></table> | Personnel: | Yes | No | Specialists | — | — | Consultants | — | — | Other | — | — | Site: | | | Natural | — | — | Buildings | — | — | Other | — | — | Information: | | | Library | — | — | Other | — | — | <p>a. Were available resources identified and classified according to some realistic measure of relativity to the proposal?</p> <p>Yes ___ No ___</p> | <p>a. (1) How did proposal planning relate to the utilization of available and anticipated resources?</p> <p>a. (2) What limitations were set on proposal planning by a lack of resources?</p> | <p>a. How did the final proposal reflect an understanding of program limitations, in the light of available and anticipated resources, capabilities and potential?</p> |
| Personnel: | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Specialists | — | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Consultants | — | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | — | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Site: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Natural | — | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Buildings | — | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | — | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Information: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Library | — | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | — | — | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

The appropriate proposal design can be developed best by blending all of the previously gathered information and material into a workable plan for meeting the general philosophy of the proposal

Self-rating Score _____

| C | I | P | O |
|--|---|---|--|
| <p>a. Were goals and objectives developed which were in keeping with the general philosophy and needs as previously established?</p> <p>____ Yes ____ No</p> | <p>a. Was a realistic approach for achieving these goals and objectives designed within the framework of available and anticipated resources?</p> <p>____ Yes ____ No</p> | <p>a. To what extent does the design reflect the general philosophy of the proposal?</p> <p>80 to 100% _____ 50 to 80% _____ 30 to 50% _____ less than 30% _____ not at all _____</p> | <p>a. Was the proposal design sufficient?</p> <p>____ Yes ____ No</p> <p>List any obvious shortcomings or overemphasis in the design relative to general philosophy.</p> |

A-9 STANDARD: Financing

The financial feasibility of the proposal can be determined only after a preliminary budget has been prepared, which shows all anticipated expenditures and identifies all potential sources of funds.

Self-rating Score _____

| C | I | P | O |
|---|---|--|--|
| <p>a. Was the necessity of having a complete preliminary budget prior to making final dispositions and assignment of priorities realized?</p> <p>Yes ___ No ___</p> | <p>a. Was a preliminary budget prepared? Yes ___ No ___</p> <p>Did it show all anticipated sources of funds? Yes ___ No ___</p> <p>Did it provide a complete overview of anticipated expenditures? Yes ___ No ___</p> | <p>a. Attach a copy of the preliminary budget. (Give a brief explanation of any unusual items)</p> | <p>a.(1) What revisions were required in the preliminary budget as the proposal became operational? (Attach a copy of the final budget)</p> <p>a.(2) Briefly explain any changes of 20% or more.</p> |

A-10 STANDARD: Priorities

The implementation of an effective proposal and the efficient use of finances requires that priorities be determined and assigned in the planning stages of the proposal.

Self-rating Score

| C | I | P | O | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------------|-----|-----|-----|-------------------|--|--|--|-------------|--|--|--|---|---------------------|-----|----|-----|-------------------|--|--|--|-------------|--|--|--|--|---|
| <p>a. Was consideration given to the establishment of proposal priorities based on:</p> <table><tr><td>Financial structure</td><td>Yes</td><td>No</td><td>N/A</td></tr><tr><td>Educational needs</td><td></td><td></td><td></td></tr><tr><td>Other needs</td><td></td><td></td><td></td></tr></table> | Financial structure | Yes | No | N/A | Educational needs | | | | Other needs | | | | <p>a.(1) Were actual priorities established in view of:</p> <table><tr><td>Financial structure</td><td>Yes</td><td>No</td><td>N/A</td></tr><tr><td>Educational needs</td><td></td><td></td><td></td></tr><tr><td>Other needs</td><td></td><td></td><td></td></tr></table> <p>a.(2) List the priorities below:</p> | Financial structure | Yes | No | N/A | Educational needs | | | | Other needs | | | | <p>a.(1) How were priorities determined?</p> <p>a.(2) Who made the final determination on priorities? (Give title or position)</p> | <p>a.(1) Were these priorities realistic in terms of the actual proposal?</p> <p>Yes No None assigned</p> <p>a.(2) What changes would you (or did you) make in your listing of priorities as a result of project operation to date?</p> |
| Financial structure | Yes | No | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| Educational needs | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other needs | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Financial structure | Yes | No | N/A | | | | | | | | | | | | | | | | | | | | | | | | |
| Educational needs | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other needs | | | | | | | | | | | | | | | | | | | | | | | | | | | |

B-1 STANDARD: Goals and Objectives

Rough Draft

11

The project should establish goals and objectives which are consistent with the broad philosophy and objectives of the local education agency(ies) involved, and they should be stated in measurable terms.

Self-rating Score _____

| C | I | P | O |
|--|--|---|--|
| <p>a. Have goals and objectives for the project been established and stated in measurable terms? Yes ___ No ___</p> <p>b. Are the objectives consistent with the philosophy of the LEA? Yes ___ No ___</p> | <p>a. Are specific objectives formulated for each facet of the project? Yes ___ No ___</p> <p>b.(1) If yes, are specific objectives formulated, consistent with specific objectives of each curriculum area? Yes ___ No ___</p> <p>b.(2) If no, what is the basis of the project philosophy in the formulation of specific objectives?</p> | <p>a. Is there a plan for the systematic review and revision of objectives? Yes ___ No ___</p> <p>b.(1) If yes, is there a plan for the systematic review and revision of these objectives? Yes ___ No ___</p> <p>b.(2) If no, can the inconsistencies between objectives be compensated for, to allow the project to operate? Yes ___ No ___</p> | <p>a. Is data available to support claims of movement toward objectives? Yes ___ No ___</p> <p>b.(1) Did the IEA philosophy affect the formation of the project philosophy? Yes ___ No ___</p> <p>b.(2) Did the project philosophy affect the IEA philosophy? Yes ___ No ___</p> |

Realistic goals and objectives representing a unique complement or supplement to those already established by the participating local education agency(ies) should be developed for the project.

Self-rating Score _____

| C | I | P | O |
|--|--|---|--|
| <p>a. Was the existing school curriculum material reviewed in developing project curriculum?</p> <p>Yes ___ No ___</p> | <p>a.(1) If yes, does new material supplement established curriculum, or does it expand curriculum into additional areas?</p> <p>___ supplement ___ expand ___ both</p> <p>a.(2) If no, what was the basis for the project curriculum?</p> | <p>a.(1) Is there provision or plan for the gradual introduction of the innovative changes of this project into the curriculum?</p> <p>Yes ___ No ___</p> | <p>a.(1) Were the innovative changes incorporated into existing curriculum?</p> <p>Yes ___ No ___</p> <p>To what extent? (State as a percentage) _____ %</p> |

B-3 STANDARD: Faculty and Staff Activities

The faculty and staff roles for performing their curricular tasks should be clearly defined.

Self-rating Score _____

| C | I | P | O |
|--|--|---|--|
| <p>a. Has staff been selected on the basis of curricular needs? Yes ___ No ___</p> <p>b.(1) Is there versatility in staff capabilities regarding project curriculum? Yes ___ No ___</p> <p>b.(2) Is there flexibility in staff approach re: project activities? Yes ___ No ___</p> | <p>a. Are staff assignments and responsibilities clearly defined within curriculum areas? Yes ___ No ___</p> <p>b. Are staff members restricted in terms of subject material they can teach, or are their project capabilities versatile? ___ restricted ___ versatile</p> | <p>a. Is there a systematic plan for assessing staff effectiveness in terms of curriculum need? Yes ___ No ___</p> <p>b. Is there a plan for using individual abilities of staff for the benefit of the project? Yes ___ No ___</p> | <p>a. Is the staff effective in terms of curriculum needs? Yes ___ No ___</p> <p>b. Is the use of the staff effective in terms of curricular needs? Yes ___ No ___</p> |

B-4 STANDARD: Students

A plan for student involvement in the project activities should be established.

Self-rating Score _____

C

a. Was provision made for student planning of total project activities?

Yes _____ No _____

I

a.(1) Are students involved in planning the project's activities?

Yes _____ No _____

a.(2) If no, stop here and go on to Standard B-5

P

a. How are they involved? (Percentage of project planned by students)

Content _____ %

Student role _____ %

Pre-activity plan _____ %

Post-activity plan _____ %

Evaluation plan _____ %

Leader role _____ %

_____ %

Other (name)

O

a.(1) Does actual project activity show positive evidence of planning?

Yes _____ No _____

a.(2) Is there a change from the amount of previous student planning activity?

Yes _____ No _____

_____ less activity

_____ more activity

_____ no change

a.(3) Is there a greater amount of student involvement in the project now than when the project started?

Yes _____ No _____

a.(4) What effect has this student involvement had on student activity in the continued planning of the project? _____ increase _____ decrease

_____ no change

the rest of the school curriculum? _____ increase _____ decrease

_____ no change

B-5 STANDARD: In-Service Preparation

A program of in-service preparation for classroom teachers providing for acquisition of new understandings, perceptions, skills and techniques required in the project should be developed and established.

Self-rating Score _____

| C | I | P | O |
|---|---|--|--|
| <p>a.(1) Has an in-service program been developed? _____ Yes _____ No _____</p> <p>a.(2) If yes, check those areas that are applicable:</p> <p>Skills _____</p> <p>Methods (list) _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Research _____</p> <p>Concepts _____</p> <p>Content (list) _____</p> <p>_____</p> <p>_____</p> <p>Teaching aids or materials _____</p> <p>Personal growth and understanding _____</p> <p>Other _____</p> <p>_____</p> <p>a.(3) If no, go on to Standard B-6</p> | <p>a.(1) Is in-service training an established and continuing facet of the project? _____ Yes _____ No _____</p> <p>Type of Program: (Check all that apply)</p> <p>College credit _____</p> <p>Salary credit _____</p> <p>Voluntary _____</p> <p>Required _____</p> <p>Free time _____</p> <p>School time _____</p> <p>Stipend _____</p> <p>No stipend _____</p> <p>Summer _____</p> <p>Special course by outside agency _____</p> <p>Other (specify) _____</p> <p>a.(2) Expenses borne by:</p> <p>Project _____</p> <p>LEA(s) _____</p> <p>Teachers _____</p> <p>Other (specify) _____</p> | <p>a.(1) How is the in-service training implemented? (Check all that apply)</p> <p>Class of students with teachers _____</p> <p>Lecture _____</p> <p>Demonstration _____</p> <p>Skill practice using children _____</p> <p>Method practice using children _____</p> <p>Teachers alone _____</p> <p>Seminars _____</p> <p>a.(2) The in-service training is led by? (Check all that apply)</p> <p>Project staff _____</p> <p>Consultant _____</p> <p>School personnel _____</p> <p>Other (specify) _____</p> | <p>a.(1) Is the in-service training program effective in terms of the total project? _____ Yes _____ No _____</p> <p>a.(2) Were teacher skills and learnings developed in the in-service program utilized in project activities? _____ Yes _____ No _____</p> <p>a.(3) How? (Check all that apply)</p> <p>Leadership in activities _____</p> <p>Communication with staff _____</p> <p>Improved technique _____</p> <p>Improved teacher effectiveness _____</p> <p>with students _____</p> <p>with other teachers _____</p> <p>Assists project staff _____</p> <p>Develops own materials _____</p> <p>Other (specify) _____</p> |

B-6 STANDARD: Resource Utilization

Rough Draft

16

Resources for carrying out the project should be continually inventoried and their utilization evaluated on a continuing pattern.

Self-rating Score _____

| C | I | P | O | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----|-----|----|------------|--|--|-------------|--|--|-------------|--|--|-------|--|--|-------|--|--|---------|--|--|-----------|--|--|-------|--|--|--------------|--|--|---------|--|--|-------|--|--|---|---|---|
| <p>a. Were the following kinds of re-sources inventoried for use in the project?</p> <table border="1"><thead><tr><th></th><th>Yes</th><th>No</th></tr></thead><tbody><tr><td>Personnel:</td><td></td><td></td></tr><tr><td>Specialists</td><td></td><td></td></tr><tr><td>Consultants</td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td></tr><tr><td>Site:</td><td></td><td></td></tr><tr><td>Natural</td><td></td><td></td></tr><tr><td>Buildings</td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td></tr><tr><td>Information:</td><td></td><td></td></tr><tr><td>Library</td><td></td><td></td></tr><tr><td>Other</td><td></td><td></td></tr></tbody></table> | | Yes | No | Personnel: | | | Specialists | | | Consultants | | | Other | | | Site: | | | Natural | | | Buildings | | | Other | | | Information: | | | Library | | | Other | | | <p>a.(1) Are up-to-date records kept on all resource use? Yes ___ No ___</p> <p>a.(2) Were additional resources needed and secured? Yes ___ No ___</p> <p>a.(3) Is there a plan for the evaluation of resources? Yes ___ No ___</p> | <p>a.(1) Are resource inventories and evaluations available for:</p> <p>Program planning _____</p> <p>Teacher use _____</p> <p>Student use _____</p> <p>Public use _____</p> <p>(Other) _____</p> <p>a.(2) How is the information disseminated?</p> <p>Resource guides (teachers) _____</p> <p>Library _____</p> <p>Publications _____</p> <p>(Other) _____</p> | <p>a. Were resource inventories and evaluations effectively used? Yes ___ No ___</p> <p>By whom?</p> <p>Teachers _____</p> <p>Students _____</p> <p>Project staff _____</p> <p>Evaluators _____</p> <p>Specialists _____</p> <p>(Other) _____</p> <p>(Other) _____</p> <p>(Other) _____</p> |
| | Yes | No | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Personnel: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Specialists | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Consultants | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Site: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Natural | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Buildings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Information: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Library | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

B-7 STANDARD: Materials and Equipment

Rough Draft

17

Materials and equipment needed for carrying out the project should be continually inventoried and their utilization evaluated on a continuing pattern.

Self-rating Score _____

| C | I | P | O |
|--|---|--|--|
| <p>a. Were the following kinds of materials and equipment inventoried for use in the project?</p> <p>Yes <u> </u> No <u> </u></p> <p>Transportation <u> </u></p> <p>Science <u> </u></p> <p>Field math <u> </u></p> <p>Camping <u> </u></p> <p><u> </u></p> <p><u> </u></p> <p><u> </u></p> | <p>a.(1) Are up-to-date records kept on all materials and equipment?</p> <p>Yes <u> </u> No <u> </u></p> <p>a.(2) Is there a plan for the evaluation of materials and equipment?</p> <p>Yes <u> </u> No <u> </u></p> <p>a.(3) Is there a preventive maintenance program set up for equipment?</p> <p>Yes <u> </u> No <u> </u></p> | <p>a.(1) Are materials and equipment available for:</p> <p>Program planning <u> </u></p> <p>Teacher use <u> </u></p> <p>Student use <u> </u></p> <p>Public use <u> </u></p> <p>Other (specify) <u> </u></p> <p>a.(2) How is this information disseminated?</p> <p>Materials and Equipment Guides (teachers) <u> </u></p> <p>Library <u> </u></p> <p>Publications <u> </u></p> <p>Others (specify) <u> </u></p> | <p>a. Were materials and equipment inventories and evaluations effectively used?</p> <p>Yes <u> </u> No <u> </u></p> <p>By whom?</p> <p>Teachers <u> </u></p> <p>Students <u> </u></p> <p>Project staff <u> </u></p> <p>Evaluators <u> </u></p> <p>Specialists <u> </u></p> <p>Others (specify) <u> </u></p> |

C-1 STANDARD: Organizational Pattern

Rough Draft

18

An organizational pattern with clear-cut lines of responsibility is essential to an efficiently operating project.

Self-rating Score

| C | I | P | O |
|--|--|--|--|
| <p>a.(1) Did the original proposal provide for a plan of structural organization for the project?</p> <p>Yes ___ No ___</p> <p>a.(2) If no, was an organizational plan developed later?</p> <p>Yes ___ No ___</p> <p>Date of project inception _____</p> <p>Date organizational plan was developed _____</p> <p>b. Was either the original organizational plan or the one developed after the project began, modified?</p> <p>Yes ___ No ___</p> | <p>a. Was the organizational plan implemented?</p> <p>Yes ___ No ___</p> <p>b. Who modified the organizational plan?</p> <p>Project director _____</p> <p>Project staff _____</p> <p>Other _____</p> | <p>a. Describe how the organizational plan was implemented.</p> <p>b. What criteria were employed for modifying the organizational plan?</p> | <p>a. Was the original organizational plan effective?</p> <p>Yes ___ No ___</p> <p>b. Was the modified organizational plan judged to be effective?</p> <p>Yes ___ No ___</p> <p>(Attach a copy of your organizational chart)</p> |

C-2 STANDARD: Personnel

A. All personnel involved should be assigned clearly defined responsibilities.

Self-rating Score _____

| C | I | P | O |
|---|--|---|---|
| a. Did your project proposal contain clearly defined areas of responsibility? Yes _____ No _____ | a. If no, when were project responsibilities and personnel coordinated to their proper positions? ____ planning phase ____ early operational phase ____ late operational phase ____ not at all | a. Is there constant assessment of personnel in terms of areas of responsibility? Yes _____ No _____ | a. Are all project responsibilities being met? Yes _____ No _____ Unknown _____ |

B. Personnel should be chosen and appointed on the basis of their individual capabilities for fulfilling specific staff positions.

Self-rating Score _____

| | | | |
|--|---|---|---|
| a. Were personnel chosen on the basis of individual capabilities for specific staff positions? Yes _____ No _____ | a. If no, on what basis were personnel chosen? ____ testing ____ availability ____ professional background ____ political influence ____ other (explain) | a. Is there continual assessment of individual capabilities for assigned positions? Yes _____ No _____ | a. Do program personnel capably fulfill assigned positions? Yes _____ No _____ |
|--|---|---|---|

C-2 STANDARD: Personnel (continued)

C. Personnel should be thoroughly familiar with their individual responsibilities and their relationships to the overall project.

Self-rating Score _____

| C | I | P | O |
|--|---|--|--|
| <p>a. Are personnel thoroughly familiar with their individual responsibilities in the overall program?</p> <p>Yes ___ No ___</p> | <p>a. If no, does an organizational table (order of positions) exist?</p> <p>Yes ___ No ___</p> <p>If yes, how were personnel informed?</p> <p>___ posted scheme of organizational positions</p> <p>___ staff meetings</p> <p>___ other</p> | <p>a. Is there an assessment of personnel in terms of an awareness of their jobs in relation to the overall project?</p> <p>Yes ___ No ___</p> | <p>a. Does the project reflect the familiarity of personnel with their individual responsibilities in relation to the overall project?</p> <p>Yes ___ No ___</p> |

Sufficient, adequate and appropriate facilities for the proper and efficient operation of the program should be provided and maintained in such a manner as to be available and useable at all times while the project is in operation.

Self-rating Score _____

| C | I | P | O |
|---|---|--|---|
| <p>a. Were suitable basic facilities to fit the needs of the project immediately available? Yes ___ No ___</p> | <p>a.(1) Was it necessary to renovate and adapt the facilities to the project program? Yes ___ No ___</p> <p>a.(2) Was the program adapted to meet the facilities? Yes ___ No ___</p> | <p>a.(1) Was the selection of facilities arrived at by cooperative agreement of the project's planners? Yes ___ No ___</p> <p>a.(2) If no, who was responsible for the selection of facilities? (Give title or position)</p> <p>a.(3) Were the facilities established on a year-round permanent basis with full time staffing? Yes ___ No ___</p> <p>a.(4) If no, were the facilities rented or leased on a temporary basis, to be used as required? Yes ___ No ___</p> <p>a.(5) Were program facilities established for resident, day use, or both types of programs? resident ___ day ___ both ___</p> | <p>a.(1) Did the basic facilities effectively provide for the program's objectives? Yes ___ No ___</p> <p>a.(2) If no, did it reflect on original planning? Yes ___ No ___</p> <p>a.(3) Were any major changes required in the project's facilities? Yes ___ No ___</p> <p>a.(4) If yes, what changes were required and why?</p> |

C-3 STANDARD: Facilities (continued)

Rough Draft

22

| C | I | P | O |
|--|---|---|--|
| <p>Was it necessary or advisable to secure facilities outside the boundaries of the IEA?</p> <p>Yes ___ No ___</p> | <p>b.(1) If yes, was the selection of "distant" facilities based on providing better programs at a lower per unit cost?</p> <p>Yes ___ No ___</p> <p>b.(2) Was the selection of "distant" facilities a temporary expedient?</p> <p>Yes ___ No ___</p> | <p>b. What criteria were employed to select the facilities outside the boundaries of the IEA?</p> | <p>b. Were the "distant" facilities adequate for the program of the project?</p> <p>Yes ___ No ___</p> |

Appropriate materials and equipment for the proper and efficient operation of the project should be provided and maintained in such a manner as to be available in sufficient quantity and useable condition at all times while the project is in operation.

Self-rating Score _____

| C | I | P | O |
|--|---|--|---|
| a. Was provision made to have adequate materials and supplies? Yes ___ No ___ | a.(1) Did the budget provide for necessary materials and supplies? Yes ___ No ___ a.(2) Were supplementary funds required to provide materials and equipment? Yes ___ No ___ | a.(1) Were supplies purchased through regular school purchase channels? Yes ___ No ___ a.(2) Was the standard procedure for purchasing equipment through school purchase channels used? Yes ___ No ___ a.(3) What problems were presented by purchasing equipment through school purchase channels? (List) | a..Was the purchase procedure used a satisfactory one? For supplies Yes ___ No ___ For equipment Yes ___ No ___ |
| b. Was provision made for maintaining equipment? Yes ___ No ___ | b.(1) Were funds available for equipment maintenance? Yes ___ No ___ b.(2) Who was responsible for maintenance of equipment? | b. What problems were presented in maintaining equipment? (List) | b.. Were you satisfied with maintenance procedures and results? Yes ___ No ___ If no, explain why not. |

A. A clearly defined budget should be prepared, utilizing acceptable account which takes into consideration all areas of income and expenditure.

Self-rating Score _____

| C | I | P | O |
|--|--|--|---|
| <p>a. Did the project proposal contain a clearly defined budget?</p> <p>Yes ___ No ___</p> | <p>a.(1) Was the original budget approved and put into operation?</p> <p>Yes ___ No ___</p> <p>a.(2) If no, was it modified?</p> <p>Yes ___ No ___</p> <p>a.(3) Were additional funds provided?</p> <p>Yes ___ No ___</p> <p>By whom? (Identify)</p> | <p>a.(1) Was the budget workable?</p> <p>Yes ___ No ___</p> <p>a.(2) Was the USOE financial accounting system (OE 22017) adopted?</p> <p>Yes ___ No ___</p> <p>a.(3) If not, what variables presented themselves which resulted in modifications? (List)</p> <p>a.(4) Was the revised budget workable?</p> <p>Yes ___ No ___</p> | <p>a.(1) Did you achieve the project objectives within the original or revised budget?</p> <p>Yes ___ No ___</p> <p>a.(2) If no, did you modify the program?</p> <p>Yes ___ No ___</p> <p>a.(3) If no, were additional funds, facilities, or services obtained from other sources?</p> <p>Yes ___ No ___</p> <p>By whom? (Identify)</p> |

C-5 STANDARD: Budget (continued)

B. The budget should be managed in accord with all rules and regulations of the school district.

Self-rating Score _____

| C | I | P | O |
|---|---|---|--|
| <p>a.(1) Are clear budget records kept (district and project)? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>a.(2) Are the budget records maintained by an IEA fiscal officer? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>a.(3) Are the budget records maintained by a special project fiscal officer? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Was an audit planned for the project? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>a.(1) Are budget records kept accurately and up-to-date? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>a.(2) If no, how did you (or will you) rectify this? (Explain)</p> <p>b.(1) Were funds provided for auditing financial records? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b.(2) If funds were not provided, how did you finance an audit? (Explain)</p> | <p>a.(1) Was record-keeping achieved without undue friction? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>a.(2) List reasons why budget records were not kept current.</p> <p>b. Was an audit made? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> | <p>a.(1) Did control of fund accounts and expenditures reflect sound budget planning? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>a.(2) If no, what changes were required? (List)</p> <p>b.(1) Did an audit indicate a need for budget revision? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b.(2) If yes, list those revisions.</p> |

C-6 STANDARD: Student Participation

Rough Draft

26

Student participation in the physical operation of the facilities should be set with specific duties and responsibilities assigned for each student.

Self-rating Score _____

| C | I | P | O |
|---|--|---|---|
| a. Did the project proposal contain a detailed plan describing specific duties and responsibilities assigned to students? Yes ___ No ___ | a.(1) Was the plan implemented? Yes ___ No ___ a.(2) Was the original plan modified? Yes ___ No ___ | a.(1) Was the original plan workable? Yes ___ No ___ a.(2) Was the modified plan workable? Yes ___ No ___ a.(3) If no, to either a.(1) or a.(2), list factors which caused the plan to be unworkable. | a.(1) In the original or modified plan did the student willingly participate in the assigned duties? Yes ___ No ___ a.(2) List duties and responsibilities assigned to students. a.(3) Was an adult leader involved in assigning the duties and following them through to completion? Yes ___ No ___ a.(4) How well was this plan implemented into the program? ____ very well ____ moderately well ____ not well |

C-7 STANDARD: Scheduling

Rough Draft

27

An efficient method of scheduling staff and students for facilities and equipment should be employed in order to obtain maximum effective utilization of these resources.

Self-rating Score _____

| C | I | P | O |
|---|---|--|---|
| a. Did the project proposal contain an efficient method for scheduling project personnel and students, for use of available facilities and equipment? Yes ___ No ___ | a.(1) Was the original method for scheduling implemented? Yes ___ No ___ a.(2) Was the original method for scheduling modified? Yes ___ No ___ | a.(1) Is scheduling for use of facilities and equipment completed well in advance? Yes ___ No ___ a.(2) How far in advance is the scheduling completed? 3 to 6 weeks ___ 4 months ___ Other ___ | a.(1) By employing the original schedule, was maximum utilization of staff, student, and facility resources achieved? Yes ___ No ___ a.(2) By employing a modified schedule was maximum utilization of student, staff and facility resources achieved? Yes ___ No ___ a.(3) What criteria did you employ to assure the utilization of these resources? (list or attach data) |

C-8 STANDARD: Dissemination

A. Pertinent data and information compiled as a result of the project should be properly cataloged, interpreted in a meaningful manner, and distributed to interested and concerned parties.

Self-rating Score _____

| C | I | P | O |
|--|---|---|--|
| <p>a.(1) Was a system established for cataloging, interpreting and distributing information developed in the project? Yes ___ No ___</p> <p>a.(2) Was the system: ___ In operation at the inception of the project? ___ During first 6 months of operation? ___ After 6 months of operation?</p> <p>b. If a dissemination plan was not established, check here _____</p> | <p>a. Who implemented the system? (Give title or position)</p> <p>b. Who decided that dissemination should not be implemented? (Give title or position)</p> | <p>a.(1) Was the original system workable? Yes ___ No ___</p> <p>a.(2) If this modification occurred, list factors which caused the system to be modified.</p> <p>a.(3) Was the modified system workable? Yes ___ No ___</p> <p>b. What factors prevented implementation?</p> | <p>a.(1) Did the original, modified, system enable you to meet the objectives for dissemination of information? Yes ___ No ___</p> <p>a.(2) What are the criteria for judging that dissemination of information was successful? (List or attach data)</p> <p>b. What have been the effects of not having a dissemination system implemented?</p> |

C-8 STANDARD: Dissemination (continued)

- B. Any materials prepared for dissemination should be aimed at the level of the proposed recipients.

Self-rating Score _____

| C | I | P | O |
|--|---|--|--|
| a. In the preparation of materials for dissemination, was the audience level kept in mind? Yes ___ No ___ | a. Who determined the audience level? Project director _____ Project staff _____ Other _____ | a. How was the audience level determined? (List criteria below) | a. Were the desired interpretations by the audience realized? Yes ___ No ___ (List criteria below) |

C-8 STANDARD: Dissemination (continued)

Rough Draft

30

C. Dissemination of information should not be limited to one of two methods, but should rather include various methods and techniques for reaching the respective audience.

Self-rating Score _____

| C | I | P | O |
|---|--|---|---|
| <p>a. Was a plan incorporating a variety of methods for dissemination prepared?</p> <p>Yes _____ No _____</p> | <p>a. List the methods used for dissemination.</p> | <p>a.(1) Were the original methods adequate and workable?</p> <p>Yes _____ No _____</p> <p>a.(2) What factors affected the operation of the original plan? (List)</p> | <p>a.(1) Were the project's objectives for dissemination of materials achieved?</p> <p>Yes _____ No _____</p> <p>a.(2) What is the basis for this judgment?</p> <p>(Attach supporting data or list criteria)</p> <p>a.(3) What factors prevented success? (List)</p> <p>b.(1) Was the revised plan successful?</p> <p>Yes _____ No _____</p> <p>If no, what factors prevented success? (List below)</p> |

An efficient system for maintaining any and all records must be devised in order to insure a clear and complete record of all activities and functions, and provide continuity despite possible staff changes.

Self-rating Score _____

| C | I | P | O |
|---|--|--|--|
| <p>a.(1) Was an efficient system for Yes ___ No ___</p> <p>a.(2) If no, was a system planned later? Yes ___ No ___</p> <p>a.(3) If yes, ___ immediately ___ short time ___ 6 months or more</p> | <p>a.(1) Were the records kept up-to-date? Yes ___ No ___</p> <p>a.(2) Was the responsibility for keeping records delegated to: ___ office personnel ___ professional personnel ___ director ___ other (explain)</p> | <p>a.(1) Was the system put into practice? Yes ___ No ___</p> <p>a.(2) If no, list reasons why the system was not implemented.</p> | <p>a.(1) A complete record of all activities and functions throughout the project afforded continuity to the project? Yes ___ No ___</p> <p>a.(2) List the major areas in which records were kept.</p> <p>a.(3) Who has benefitted most from these records? ___ project personnel ___ IEA personnel ___ funding agency ___ other (explain)</p> |

D-1 STANDARD: Fiscal Policies

The effectiveness of fiscal policies must be continuously evaluated, with subsequent adjustments of policy to meet the fiscal needs of the program as they are influenced by changes in the financial structure, and changes in sources and availability of funds.

Self-rating Score _____

| C | I | P | O |
|--|---|---|---|
| a. Were fiscal policies developed in the project plan? Yes ____ No ____ | a.(1) Was flexibility in fiscal policy provided for? Yes ____ No ____ a.(2) If no, indicate reason: | a.(1) Were fiscal policies modified during the project? Yes ____ No ____ a.(2) What factors influenced fiscal policy change? a.(3) Was modification within IEA fiscal policy impossible or not feasible? Yes ____ No ____ | a.(1) Were desirable fiscal policy changes made? Yes ____ No ____ a.(2) Did said changes produce desired results? Yes ____ No ____ |

Program productivity in terms of personnel growth, behavioral changes and success in their respective roles must be continuously observed and correlated with other aspects of the program in order to interpret program effectiveness.

Self-rating Score _____

| C | I | P | O |
|--|---|--|---|
| <p>a. Was evaluation of program productivity in terms of personnel growth planned?</p> <p>Yes ____ No ____</p> | <p>a.(1) Was an instrument of personnel evaluation developed for project staff?</p> <p>Yes ____ No ____</p> <p>a.(2) Was an instrument of personnel evaluation developed for personnel in IEA district(s)?</p> <p>Yes ____ No ____</p> <p>a.(3) Were personnel involved in developing such an instrument?</p> <p>Yes ____ No ____</p> <p>a.(4) Who was responsible for determining personnel growth and development?</p> <p>____ Director</p> <p>____ External consultants</p> <p>____ Associate director</p> <p>____ Entire staff</p> <p>____ Others</p> | <p>a.(1) Was such an instrument utilized in the program?</p> <p>Yes ____ No ____</p> <p>a.(2) Were personnel involved in utilizing such an instrument?</p> <p>Yes ____ No ____</p> <p>a.(3) What procedures were utilized to establish baseline data?</p> <p>____ Check list</p> <p>____ Interview</p> <p>____ Standardized instrument</p> <p>____ Observation</p> <p>____ Staff discussions</p> <p>____ Other</p> | <p>a.(1) Did personnel show growth during the project activity?</p> <p>Yes ____ No ____</p> <p>a.(2) If not, what remedial steps were taken?</p> <p>(Explain briefly)</p> |

D-3 (a-1) STANDARD: Personnel Growths and Attitudes -- Project Personnel

Project personnel should demonstrate an acceptability to a change in attitudes.

Self-rating Score _____

| C | I | P | O |
|---|--|---|--|
| a. Were attitude changes anticipated in the operation of the project? Yes ___ No ___ | a. Who selected the attitudes for project personnel? (Give title or position) | a.(1) Were desired attitudes presented to the project personnel through: Discussion Administrative policy Others a.(2) Was there an evaluation of the change in attitudes of the project personnel? Yes ___ No ___ | a.(1) Did project personnel willingly accept or develop desired attitudes? Yes ___ No ___ a.(2) If yes, what was the result of this evaluation? a.(3) If yes, in what form was this feedback gained? Discussion Written evaluation Other |

D-3 (a-2) STANDARD: Personnel Growths and Attitudes -- Local Education Agency(ies)

LEA personnel should demonstrate an acceptability to a change in attitudes.

Self-rating Score _____

| C | I | P | O |
|--|--|---|---|
| <p>a. Were attitude changes anticipated in the operation of the project?</p> <p>Yes _____ No _____</p> | <p>a. Who selected the attitudes for IEA personnel? (Give title or position)</p> | <p>a.(1) Were desired attitudes presented to the IEA through:</p> <p>_____ Discussion _____ Administrative policy _____ Other _____</p> <p>a.(2) Was there an evaluation of the change in attitudes of the IEA personnel?</p> <p>Yes _____ No _____</p> | <p>a.(1) Did IEA personnel willingly accept or develop desired attitudes?</p> <p>Yes _____ No _____</p> <p>a.(2) If yes, what was the result of this evaluation? (Explain briefly)</p> <p>a.(3) If yes, in what form was this feedback gained?</p> <p>_____ Discussion _____ Written evaluation _____ Other _____</p> |
| | <p>b. Were desired attitudes assimilated by the IEA personnel?</p> <p>Yes _____ No _____</p> | | |

D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel)

Project personnel should demonstrate effectiveness in the utilization of an increased number of teaching skills in the outdoor setting.

Self-rating Score _____

| C | I | P | O |
|---|--|---|---|
| a. Do project personnel use out-of-class references and direct experiences more frequently as a basis for learning? ____ Yes ____ No | a. Are project personnel trained to utilize the outdoors for direct learning experiences for children? ____ Yes ____ No | a. Are opportunities provided for direct experiences in the curriculum? ____ Yes ____ No | a.(1) Do project personnel use concrete examples of the natural environment to introduce abstract concepts or generalizations? ____ Yes ____ No ____ N/A a.(2) Do project personnel plan outdoor experiences for their classes? ____ Yes ____ No ____ N/A a.(3) Do project personnel assign direct environmental study as approved for vicarious study (e.g., text reading)? ____ Yes ____ No ____ N/A a.(4) Others |

D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel) [continued]

| C | I | P | O |
|--|--|---|--|
| <p>b. Do project personnel learn to share the decision-making process with their students?</p> <p>Yes ___ No ___</p> | <p>b. Are project personnel trained and encouraged to share the decision-making process?</p> <p>Yes ___ No ___</p> | <p>b. Are student decisions encouraged and supported by the project administration?</p> <p>Yes ___ No ___</p> | <p>b.(1) Do project personnel encourage students to make pre-experience decisions concerning their own learning experiences?</p> <p>Yes ___ No ___ N/A</p> <p>b.(2) Do project personnel encourage students to make decisions concerning their actual experiences?</p> <p>Yes ___ No ___ N/A</p> <p>b.(3) Do project personnel encourage self-evaluation of learning experiences, after the experiences have been encountered?</p> <p>Yes ___ No ___ N/A</p> |

D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel) [continued]

| C | I | P | O |
|--|--|--|--|
| <p>c. Do project personnel adopt improved techniques for encouraging learning?</p> <p>Yes ___ No ___</p> | <p>c. Is innovation by project personnel encouraged?</p> <p>Yes ___ No ___</p> | <p>c. How is innovation by personnel encouraged or nurtured?</p> <p>___ Recognition</p> <p>___ Salary increase</p> <p>Released time to develop or test proposed techniques</p> <p>___ Other</p> <p>___ N/A</p> | <p>c.(1) Do project personnel use the skills learned in the outdoor environment in the classroom as well?</p> <p>Yes ___ No ___ N/A</p> <p>c.(2) Do project personnel use audio-visual aids appropriate for environmental education more effectively?</p> <p>Yes ___ No ___ N/A</p> <p>c.(3) Do project personnel use techniques which require maximum student involvement in the classroom, such as: discovery, problem solving, small groups, independent study?</p> <p>Yes ___ No ___ N/A</p> <p>If yes, encircle appropriate item.</p> <p>c.(4) Others</p> |

D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel) [continued]

| C | I | P | O |
|--|---|--|--|
| <p>d. Do project personnel gain a better insight concerning the student-teacher relationships?</p> <p>Yes ___ No ___</p> | <p>d. Are status and recognition provided for teachers developing this skill?</p> <p>Yes ___ No ___</p> | <p>a. Is special training in human relations, such as sensitivity training or some equivalent, provided or encouraged in the LEA(s)?</p> <p>Yes ___ No ___</p> | <p>d.(1) Do project personnel become more aware of the individual needs of children?</p> <p>Yes ___ No ___ N/A</p> <p>d.(2) Do project personnel become more aware of children's relationship to their classmates?</p> <p>Yes ___ No ___ N/A</p> <p>d.(3) Do project personnel make gains in their own knowledge of the teaching-learning process?</p> <p>Yes ___ No ___ N/A</p> <p>d.(4) Are project personnel more perceptive of the real values held by children or adults (perceive hidden agenda of their clientele)?</p> <p>Yes ___ No ___ N/A</p> <p>d.(5) Do project personnel increase in their ability to communicate with children?</p> <p>Yes ___ No ___ N/A</p> |

D-3 (b-1) STANDARD: Personnel Growth -- Skills (Project Personnel) [continued]

Rough Draft

39-A

| C | I | P | O |
|---|---|---|---|
| | | | d.(6) Do project personnel increase in their ability to listen to children? Yes ___ No ___ N/A d.(7) Others |

D-3 (b-2) STANDARD: Personnel Growth -- Skills (LEA Personnel)

LEA personnel should demonstrate effectiveness in the utilization of and increased number of teaching skills in the outdoor setting.

Self-rating Score _____

| C | I | P | O |
|--|--|--|---|
| <p>a. Do LEA personnel use out-of-class references and direct experiences more frequently as a basis for learning?</p> <p>Yes ___ No ___</p> | <p>a. Are LEA personnel trained to utilize the outdoors for direct learning experience for children?</p> <p>Yes ___ No ___</p> | <p>a. Are opportunities provided for direct experiences in the curriculum?</p> <p>Yes ___ No ___</p> | <p>a.(1) Do LEA personnel illustrate abstract learning concepts in the classroom with concrete examples from the natural environmental?</p> <p>Yes ___ No ___ N/A</p> <p>a.(2) Do LEA personnel use concrete examples of the natural environment to introduce abstract concepts or generalizations?</p> <p>Yes ___ No ___ N/A</p> <p>a.(3) Do LEA personnel plan outdoor experiences for their classes?</p> <p>Yes ___ No ___ N/A</p> <p>a.(4) Do LEA personnel assign direct environmental study as approved to vicarious study, e.g., text reading?</p> <p>Yes ___ No ___ N/A</p> <p>a.(5) Others</p> |

D-3 (b-2) STANDARD: Personnel Growth -- Skills (LEA Personnel) [continued]

| C | I | P | O |
|---|---|--|--|
| b. Do LEA personnel learn to share the decision-making process with their students? Yes ___ No ___ | b. Are LEA personnel trained and encouraged to share the decision-making process? Yes ___ No ___ | b. Are student decisions encouraged and supported by the LEA administration? Yes ___ No ___ | b.(1) Do LEA personnel encourage students to make pre-experience decisions concerning their own learning experiences? Yes ___ No ___ N/A b.(2) Do LEA personnel encourage students to make decisions concerning their actual learning experiences? Yes ___ No ___ N/A b.(3) Do LEA personnel encourage self-evaluation of learning experiences, after the experiences have been encountered? Yes ___ No ___ N/A b.(4) Others |

D-3 (b-2) STANDARD: Personnel Growth -- Skills (LEA Personnel) [continued]

| C | I | P | O |
|--|--|--|--|
| <p>c. Do LEA personnel adopt improved techniques for encouraging learning?</p> <p>Yes ___ No ___</p> | <p>c. Is innovation by LEA personnel encouraged?</p> <p>Yes ___ No ___</p> | <p>c. How is innovation by personnel encouraged or nurtured?</p> <p>___ Recognition ___ Salary increase ___ Released time to develop or test proposed techniques ___ Other ___ N/A</p> | <p>c.(1) Do LEA personnel use the skills learned in the outdoor environment in the classrooms as well?</p> <p>Yes ___ No ___ N/A</p> <p>c.(2) Do LEA personnel use audio-visual aids appropriate for environmental education more effectively?</p> <p>Yes ___ No ___ N/A</p> <p>c.(3) Do LEA personnel use techniques which require maximum student involvement in the classroom such as: discovery, problem solving, small groups, independent study?</p> <p>Yes ___ No ___ N/A</p> <p>(If yes, encircle appropriate items)</p> <p>c.(4) Others</p> |

D-3 (b-2) STANDARD: Personnel Growth -- Skills (LEA Personnel) [continued]

| C | I | P | O |
|--|--|--|--|
| <p>d. Do LEA personnel gain a better insight concerning the student-teacher and student-student relationships?</p> <p>Yes ___ No ___</p> | <p>d. Are status and recognition provided for LEA personnel developing this skill?</p> <p>Yes ___ No ___</p> | <p>d. Is special training in human relations, such as sensitivity training or some equivalent, provided or encouraged in LEA(s)?</p> <p>Yes ___ No ___</p> | <p>d.(1) Do LEA personnel become more aware of the individual needs of students?</p> <p>Yes ___ No ___ N/A</p> <p>d.(2) Do LEA personnel become more aware of student's relationship to their classmates?</p> <p>Yes ___ No ___ N/A</p> <p>d.(3) Do LEA personnel make gains in their own knowledge of the teaching-learning process?</p> <p>Yes ___ No ___ N/A</p> <p>d.(4) Are LEA personnel more perceptive of the real values held by children or adults (perceive hidden agenda of their clientele)?</p> <p>Yes ___ No ___ N/A</p> <p>d.(5) Do LEA personnel increase in their ability to communicate with students?</p> <p>Yes ___ No ___ N/A</p> <p>d.(6) Do LEA personnel increase in their ability to listen to students?</p> <p>Yes ___ No ___ N/A</p> <p>d.(7) Others</p> |

D-3 (c-1) STANDARD: Success in Role -- Project Personnel

Project personnel should become increasingly aware of the roles they play in an environmental education program.

Self-rating Score _____

| C | I | P | O |
|---|--|--|---|
| <p>a. Are project personnel informed about the variety of roles, i.e., teachers, public relations officer, guidance, subject specialist required of them?</p> <p>Yes ____ No ____</p> | <p>a. Is a plan provided to assess the changing role of project personnel on a continuing basis?</p> <p>Yes ____ No ____</p> | <p>a. What method(s) are used for creating an awareness of role?</p> <p>____ Staff meetings ____ Memos ____ Periodic reports ____ Project staff evaluation ____ Other ____</p> | <p>a.(1) Are project personnel able to adjust to the variety of roles?</p> <p>Yes ____ No ____ N/A</p> <p>a.(2) What evidence is there that success was achieved?</p> |

D-3 (c-2) STANDARD: Success in Role -- LEA Personnel

LEA personnel should become increasingly aware of the roles they play in an environmental education program.

Self-rating Score _____

| C | I | P | O |
|--|--|--|---|
| <p>a. Are LEA personnel informed about the variety of roles, i.e., teacher, public relations officer, guidance, subject specialist required of them?</p> <p>Yes ___ No ___</p> | <p>a. Is a plan provided to assess the changing role of LEA personnel on a continuing basis?</p> <p>Yes ___ No ___</p> | <p>a. What method(s) are used for creating an awareness of role?</p> <p>___ Staff Meetings</p> <p>___ Memos</p> <p>___ Periodic reports</p> <p>___ Project staff evaluation</p> <p>___ Other ___</p> | <p>a.(1) Are LEA personnel able to adjust to the variety of roles?</p> <p>Yes ___ No ___ N/A</p> <p>a.(2) What evidence is there that success was achieved?</p> |

An effective program will produce visible behavioral changes in the students participating.

Self-rating Score _____

| C | I | P | O |
|---|--|--|--|
| <p>a. Is student attitudinal change an important objective of the project?</p> <p>Yes _____ No _____</p> <p>b. For example, did the project select the following behavioral view of a desirable attitudinal change?</p> <p>"Students gain in ability to communicate with their teachers."</p> <p>Yes _____ No _____</p> | <p>a. Do the project personnel and IEA personnel give high priority to the selection of attitudes?</p> <p>Yes _____ No _____</p> <p>b. If yes, who were involved in attempting to influence behavior expressive of this attitude?</p> <p>Project staff _____ IEA staff _____ Other _____</p> | <p>a. Are desired attitudes presented to the student through:</p> <p>Discussion? _____ Learning situations? _____ Social interaction? _____ Other? _____</p> <p>b. What activities were employed to evoke these modified behaviors?</p> | <p>a. Did students develop desired attitudes?</p> <p>Yes _____ No _____</p> <p>b.(1) If yes, did students:</p> <p>Listen quietly and attentively?</p> <p>Yes _____ No _____ N/A _____</p> <p>b.(2) Answer questions or react to discussion?</p> <p>Yes _____ No _____ N/A _____</p> <p>b.(3) Ask questions voluntarily?</p> <p>Yes _____ No _____ N/A _____</p> <p>b.(4) Suggest alternative procedures?</p> <p>Yes _____ No _____ N/A _____</p> <p>b.(5) Converse with adult leaders?</p> <p>Yes _____ No _____ N/A _____</p> <p>b.(6) Confide in adult leaders?</p> <p>Yes _____ No _____ N/A _____</p> <p>b.(7) Others?</p> |

D-4 (a) STANDARD: Student Changes in Attitudes (continued)

| C | I | P | O |
|---|---|---|--|
| <p>c. Did the project select the following behavioral view of a desirable attitudinal change?</p> <p>"Students have permanently changed behaviors with their classmates indicating an increased liking or 'understanding' of them."</p> <p>Yes ___ No ___</p> | <p>c. Who were involved in attempting to influence behavior expressive of this attitude?</p> <p>___ Project staff ___ LEA staff ___ Other</p> | <p>c. What activities were employed to evoke this attitude?</p> | <p>c.(1) Did the evaluation indicate that:</p> <p>The students associate with a larger percentage of their classmates?</p> <p>Yes ___ No ___ N/A</p> <p>c.(2) An increased number of stars on central clustering found on a Pre-Post Sociogram?</p> <p>Yes ___ No ___ N/A</p> <p>c.(3) Classroom behavior shows an increased acceptance of "fringe" students?</p> <p>Yes ___ No ___ N/A</p> <p>c.(4) New or peripheral students become more "absorbed" rapidly?</p> <p>Yes ___ No ___ N/A</p> <p>c.(5) Students like school better?</p> <p>Yes ___ No ___ N/A</p> <p>c.(6) Others?</p> |

D-4 (a) STANDARD: Student Changes in Attitudes (continued)

| C | I | P | O |
|---|--|---|---|
| d. For example, did the project select the following behavioral view of a desirable attitudinal change? "Students increase their concern for the welfare of others." Yes ___ No ___ | d. Who were involved in attempting to influence behavior expressive of this attitude? ___ Project staff ___ LEA staff ___ Other | d. What activities were employed to evoke these modified behaviors? | d.(1) Were students: Sympathetic with behavior of others? Yes ___ No ___ N/A d.(2) Sympathetic with physical needs of others? Yes ___ No ___ N/A d.(3) Sympathetic with social behavior related to religious requirements of others? Yes ___ No ___ N/A d.(4) Willing to reduce the number of stereotypic notions of their peers with respect to ethnic, nationality, and social-economic grouping? Yes ___ No ___ N/A d.(5) Others? |

| C | I | P | O |
|---|--|--|--|
| <p>e. Were other attitudinal goals selected?</p> <p style="text-align: center;">Yes ___ No ___</p> <p>If yes, please evaluate in a similar fashion.</p> | <p>e. If yes, please respond as in d. above.</p> | <p>e. If yes, please respond as in d. above.</p> | <p>e. If yes, please develop behavioral statements as in d. above.</p> |

D-4 (b) STANDARD: Student Changes in Attitudes

Rough Draft

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Students participating in the project should show evidence of change and growth in attitudes through modifications in observable behavior.

Self-rating Score _____

| C | I | P | O |
|--|---|---|---|
| a. Do students gain in appreciation of the relation of natural resources to man's welfare? Yes ___ No ___ | a. Do teachers and administrators accord these attitudes high priority? Yes ___ No ___ | a. Are outdoor and indoor experiences utilized? Yes ___ No ___ | a.(1) Can students orally express their feeling towards conservation practices? Yes ___ No ___ N/A a.(2) Do students overtly show their concern to preserve resources for man's survival? Yes ___ No ___ N/A a.(3) Do students show interest in conservation projects? Yes ___ No ___ N/A a.(4) Do students' collections show more items from their natural environment? Yes ___ No ___ N/A a.(5) Are students cognizant of man's interdependence with his environment? Yes ___ No ___ N/A a.(6) Do students use conservation practices and ideas as a means of achieving group status and teacher approval? Yes ___ No ___ N/A a.(7) Others? |

D-4 (b) STANDARD: Student Changes in Attitudes (continued)

| C | I | P | O |
|--|---|---|--|
| b. Do students broaden or expand their resource use ethic? Yes ___ No ___ | b. Do teachers and administrators accord these attitudes high priority? Yes ___ No ___ | b. Are outdoor and indoor experiences utilized? Yes ___ No ___ | b.(1) Do students show concern for the preservation or maintenance of organisms in their environment? Yes ___ No ___ N/A b.(2) Do students show concern for the conservation and management of natural resources? Yes ___ No ___ N/A b.(3) Do students express an abhorrence of waste and demonstrate this in classroom or other school group visitation? Yes ___ No ___ N/A b.(4) Is actual waste of classroom materials decreased? Yes ___ No ___ N/A b.(5) Is greater interest shown by students in life processes or organisms and their food chains through projects, writings, art or music expression, etc.? Yes ___ No ___ N/A b.(6) Others? |

D-4 (b) STANDARD: Student Changes in Attitudes (continued)

Rough Draft

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| C | I | P | O |
|---|---|---|---|
| c. Do students develop attitudes or feelings which will influence their use of leisure time or influence their leisure time activities? Yes ___ No ___ | c. Do teachers and administrators accord these attitudes high priority? Yes ___ No ___ | c. Are outdoor and indoor experiences utilized? Yes ___ No ___ | c.(1) Do students express a desire to be out-of-doors? Yes ___ No ___ N/A c.(2) Do students desire physical as well as intellectual types of leisure time activities? Yes ___ No ___ N/A c.(3) Do students indulge in socially oriented activities? Yes ___ No ___ N/A c.(4) Do students develop leisure time activities in the out-doors? Yes ___ No ___ N/A c.(5) Do students demonstrate greater interest in studying ecology? Yes ___ No ___ N/A c. (6) Others? |

| C | I | P | O |
|--|---|---|--|
| d. Do students share experiences with an apparently desirable group of persons whose values may be other than their own? Yes ___ No ___ | d. Do teachers and administrators accord these attitudes high priority? Yes ___ No ___ | d. Are outdoor and indoor experiences utilized? Yes ___ No ___ | d.(1) Do students share experiences outside their immediate peer groups? Yes ___ No ___ N/A d.(2) Are student's peer group lines crossed to form activity groups, play groups, etc..? Yes ___ No ___ N/A d.(3) Do students show increased respect to minority groups? Yes ___ No ___ N/A d.(4) Do students show increased receptivity to ideas and values of groups other than their own? Yes ___ No ___ N/A d.(5) Do students show greater empathy towards others' feelings? Yes ___ No ___ N/A d.(6) Others? |

| C | I | P | O |
|--|---|---|---|
| e. Do students undergo a series of novel experiences (novel with respect to their background)? Yes ___ No ___ | e. Do teachers and administrators accord these attitudes high priority? Yes ___ No ___ | e. Are outdoor and indoor experiences utilized? Yes ___ No ___ | e.(1) Is student's attention increased during experience? Yes ___ No ___ N/A e.(2) Do students actively wish to participate in experience? Yes ___ No ___ N/A e.(3) Do students show excitement with the interaction during the experience? Yes ___ No ___ N/A e.(4) Do students orally express newness at discovery? Yes ___ No ___ N/A e.(5) Do students make references to experience as a common source of reference? Yes ___ No ___ N/A e.(6) Do students' experiences lead to further research study? Yes ___ No ___ N/A |

D-4 (b) STANDARD: Student Changes in Attitudes (continued)

| C | I | P | O |
|---|--|--|--|
| <p>f. Were other broad behavioral goals selected?</p> <p>Yes ___ No ___</p> <p>If so, please evaluate in a similar fashion.</p> | <p>f. Do teachers and administrators accord these attitudes high priority?</p> <p>Yes ___ No ___</p> | <p>f. Are outdoor and indoor experiences utilized?</p> <p>Yes ___ No ___</p> | <p>e.(7) Do students make statements comparing, contrasting and evaluating this experience with other past experiences?</p> <p>Yes ___ No ___ N/A</p> <p>e.(8) Others?</p> <p>f. If yes, please develop behavioral statements as in "e" above.</p> |

D-4 (c) STANDARD: Student Changes in Knowledges

Activities and experiences provided by the project will increase knowledge of facts and generalization related to environmental education.

Self-rating Score _____

| C | I | P | O |
|--|---|---|--|
| <p>a. Is evidence sought to determine increases in students' knowledge at the level of imitating, duplicating, recognizing, identifying, remembering, recalling and classifying?</p> <p>Yes ___ No ___</p> | <p>a. Are activities and learning situations provided in the project designed to produce specific responses to accomplish this level of learning and knowledge?</p> <p>Yes ___ No ___</p> | <p>a. Indicate the type of activities used, and the methods involved.</p> | <p>a.(1) Are students able to identify at least 10 species of birds, animals, trees, ferns (or items appropriate to any project program)?</p> <p>Yes ___ No ___ N/A</p> <p>a.(2) List other categories pertinent to your project program.</p> <p>a.(3) Do students display competency in describing or representing relationships of objects or concepts encountered in environmental education, such as: types of rock, land use capability classes, biotic succession, etc?</p> <p>Yes ___ No ___ N/A</p> <p>a.(4) List other relationships germane to your project program.</p> |

| C | I | P | O |
|--|--|--|---|
| <p>b. Is evidence sought to determine whether students gain an understanding of concepts and processes by comparing, relating, discriminating, reformulating, estimating, interpreting, making critical judgments, and drawing inferences?</p> <p>Yes ___ No ___</p> | <p>b. Are activities and experiences provided to allow students to attain a learning level which will produce concept formation and an understanding of processes.</p> <p>Yes ___ No ___</p> | <p>b. Describe the activities, experiences and methods used:</p> | <p>a.(5) How are student competencies appropriate for your project program determined?</p> <p>b.(1) Do students display a knowledge of basic concepts related to the maintenance or modification of their environment or other environments? (For example: food chain, biotic community, water pollution, food supply sources, community resources, etc.)</p> <p>Yes ___ No ___ N/A</p> <p>b.(2) List concepts pertinent to your project program.</p> |

| C | I | P | O |
|---|---|---|---|
| | | | <p>b. (3) Are students able to explain several processes related to outdoor learning situations (i.e., soil formation, photosynthesis, seasonal changes, area deterioration, ecological succession, etc.)?</p> <p>Yes ___ No ___ N/A</p> <p>b.(4) List processes pertinent to your project program.</p> <p>b.(5) What criteria are employed to test students' competence in providing satisfactory explanations for concepts or processes listed above?</p> |

D-4 (c) STANDARD: Student Changes in Knowledges (continued)

Rough Draft

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| C | I | P | O |
|--|--|--|--|
| <p>c. Is evidence sought to determine whether students discover, create, reorganize, formulate new hypotheses, gain new insights, test generalizations by deductions, develop new generalizations by inference or induction, and, in general, can operate on a level of understanding which displays original and productive thinking?</p> <p>Yes ___ No ___</p> | <p>c. Are activities and experiences provided which encourage a high level of understanding and accumulation of knowledge resulting in creative decision making?</p> <p>Yes ___ No ___</p> | <p>c. Describe the activities, experiences and methods used.</p> | <p>c.(1) Can students deal with abstract concepts and explain them to others?</p> <p>Yes ___ No ___ N/A</p> <p>c.(2) List some abstract concepts germane to your project program.</p> <p>c.(3) What criteria are employed to test students' competency in dealing with concepts in c.(2) above?</p> <p>c.(4) Can students state hypotheses and organize procedures or activities to test the hypotheses?</p> <p>Yes ___ No ___ N/A</p> |

| C | I | P | O |
|---|---|---|--|
| | | | c.(5) What criteria are employed to test students' competencies in c.(4) above? |
| | | | c.(6) Can students produce original thoughts, poems, writings, drawings, etc., developed from environmental education activities? <div>Yes ___ No ___ N/A</div> |
| | | | c.(7) What criteria are employed to determine the significance of student products in c.(6) above? |

D-5 STANDARD: Program Effectiveness

Rough Draft

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The effectiveness of a program can only be determined as an outgrowth of a continual process of program evaluation involving all phases of the program from conception through completion, and providing for continuous feedback and re-evaluation of every step as related to every other step, with sufficient flexibility of structure to allow for changes and modifications of the program as needed to accomplish the accepted goals and objectives more effectively.

Self-rating Score _____

| C | I | P | O |
|--|---|---|--|
| <p>a. Was provision made for continual evaluation? _____ Yes _____ No</p> <p>_____ Originally _____ During course of project</p> <p>b. Was provision made for continuous feedback? _____ Yes _____ No</p> <p>c. Was there sufficient flexibility in structure for evaluation? _____ Yes _____ No</p> | <p>a. Was an on-going procedure for evaluation designed? _____ Yes _____ No</p> <p>_____ Check list _____ Formal instrument _____ Observation _____ Other _____</p> <p>b. What form did feedback assume? _____ Written _____ Oral _____ Both _____</p> <p>c. How was flexibility provided for? _____ Administrative decision _____ Staff decision _____ Other (explain) _____</p> | <p>a. Was the procedure modified in use? _____ Yes _____ No</p> <p>b. Which method was more effective? _____ Written _____ Oral _____ Both _____</p> <p>c. Was sufficient flexibility provided by: _____ Administrative decision? _____ Yes _____ No _____ Staff decision? _____ Yes _____ No _____ Other? _____ Yes _____ No _____</p> | <p>a. Did said modifications produce the desired changes? _____ Yes _____ No _____ N/A</p> <p>Cite examples of changes derived:</p> <p>b. In which ways did feedback effect change?</p> <p>c. What changes were arrived at administratively? _____ Through the staff? _____ Other? _____</p> |

D-6 STANDARD: Effect in Local Education Agency(ies)

The relationships between the project and its sponsoring and/or cooperating LEA(s) and its subsequent long-term effects in the LEA(s) must be assessed in order to determine general program effectiveness.

Self-rating Score _____

| C | I | P | O |
|---|---|---|---|
| a. Was the program conceived jointly by the sponsoring and cooperating IEA(s)? Yes ___ No ___ | a. Was sufficient time provided for planning? Yes ___ No ___ | a.(1) Is the program following the design? Yes ___ No ___ a.(2) Has cooperation continued successfully? Yes ___ No ___ | a. Is the program meeting the objectives as originally conceived? Yes ___ No ___ N/A |
| b. Were policies initially established to govern the relationship of the sponsoring IEA(s) and/or cooperating IEA(s)? Yes ___ No ___ | b.(1) Were these policies designed jointly? Yes ___ No ___ b.(2) Were these policies agreed upon jointly? Yes ___ No ___ | b.(1) Are these policies adhered to? Yes ___ No ___ b.(2) How are the policies enforced? Yes ___ No ___ | b. How have the policies helped in the carry out of the program? |
| c. Were provisions made to evaluate and modify relationships and policies? Yes ___ No ___ | c. Was an instrument designed for this evaluation? Yes ___ No ___ | c.(1) Was the instrument used? Yes ___ No ___ c.(2) By whom? | c. In what ways did the instrument effectively modify relationships and policies? |

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